

Grant Preparation Worksheet

Arts Learning Project Grants

This lists the information that Arts Learning Project Grant applicants need to submit. Before preparing your application, thoroughly review the *Guide to Grants: Organizations and Schools 2006-2007* (www.azarts.gov/guide) to determine which grant type your project or program best aligns with, become familiar with the criteria (www.azarts.gov/guide/arts_learning1.htm) the panel will use to rate your application, and the supplementary information required in addition to the online application. Also review the ***General Grant Preparation Worksheet*** (www.azarts.gov/guide/general_worksheet.pdf) for information that all applicants need to submit.

Begin collecting this information, and composing your narrative responses, now. We strongly recommend you DO NOT compose your responses directly in the EGOR system. Collect your answers, proof your narrative, make sure it is the right length, and that all your information is complete. THEN log into EGOR. Fill out your answers, and cut-and-paste your narrative text into the system.

- **Thursday, March 23, 2006:** Grant Online Submission Deadline and Postmark/Upload Deadline for Supplementary Materials, if Required. Descriptions of these supplementary materials appear in the *Guide to Grants* (www.azarts.gov/guide/supplementary_materials.htm), and instructions on electronically uploading or mailing/delivering them will appear in EGOR before you submit your electronic application.

** indicates a REQUIRED piece of information. The system will not allow you to input more characters than the stated limit.*

There is a limit to the length of narrative responses; guidance regarding the length is provided and lists the maximum number of characters including spaces. Where possible, we have expanded the length from last year. When composing your narrative text, use upper and lower case letters (not all caps). Formatted text will not be accepted (you cannot bold, italicize or underline text, or change the font style/size). We recommend creating your narrative in your own word processor and saving it; then you can cut-and-paste into the EGOR system.

Some information is for our internal use – for state and federal reporting requirements, and to help us better understand and serve the arts field and the public – and is not used in the panel review. Some information addresses the review criteria, for the panel to use.

Arts Learning Project Grant information is broken into these sections.

- Project Director
- Project Type
- Artistic Quality
- Learning
- Evaluation
- Community Support
- Project Budget
- Public Value

Project Director

- ❑ Project Director Salutation*, Name*, Title, Phone*, Fax, Email*
- ❑ Project Title*

Project Type

- ❑ What type of Arts Learning Project are you requesting?* (1. In-School Artists in Residence, 2. Out-of-School or Community Enrichment, 3. Professional Development or Curriculum Development) (*See Glossary for definitions:* <http://www.azarts.gov/guide/glossary.htm>)
- ❑ One-sentence description of project and where activities will take place*

- ❑ Start and end dates of project* (must take place between July 1, 2006 and June 30, 2007)
- ❑ Type of activity* (*A list is provided, such as school residency, professional development/training, curriculum development/implementation, etc.; and if the project has certain characteristics, such as involves presenting/touring, serves at-risk youth, or increases access to people with disabilities*)
- ❑ Artistic discipline(s) of project*
- ❑ Project Descriptions (a list is provided)*
- ❑ Project Race/Ethnicity (the federal race/ethnicity designation which best describes the project)*
- ❑ Did you apply last year?*
- ❑ Are you also applying for GOSIII or Basic Aid/Locals Aid?* (*If so, you must submit a Special/Unusual Statement of up to 900 characters/approximately 200 words – see http://www.azarts.gov/guide/arts_learning3.htm*) Describe the major project activities that will take place, your major project goals/outcomes, and how the activities are likely to bring out the goals/outcomes* (up to 900 characters including spaces)
- ❑ Describe the major project activities, major project goals/outcomes, and how the activities are likely to bring about the goals/outcomes. (up to 900 characters including spaces)

Artistic Quality

The information required here relates to the review criterion **Artistic Quality of Project Design**.

- ❑ Name of artist/company/consultant*
- ❑ Is this artist/company on the ACA's *Residency Roster*? (not required to be)*
- ❑ Describe your reasons for selecting the guest artist, company or consultant, addressing both artistic quality and what they will contribute towards arts learning.* (up to 300 characters including spaces)
- ❑ Describe the overall program the artist will provide and how many contract hours are planned.* (up to 600 characters including spaces)
- ❑ Give specific examples of a typical class session.* (up to 600 characters including spaces)
- ❑ Describe the intended impact on student learning this program will provide; give specific examples.* (up to 600 characters including spaces)
- ❑ Describe how previous project(s) impacted on participant learning (if applicable)? (up to ___ characters including spaces) How did you determine that impact was achieved?*(up to 450 characters including spaces)
- ❑ If you are selecting the same artist that you have involved in the past, what is the rationale for that choice, and how will this project build in previous learning? (up to 275 characters including spaces)

Learning

The information required here relates to the review criterion **Articulation of Student and Teacher Learning**.

Understanding Goals: What do you want your students to understand through the learning experience? Ideas and questions you might explore to develop your Understanding Goals is at www.azarts.gov/guide/arts_learning3.htm

- ❑ Describe the participants that will benefit from the project, including teachers, students, artists, administrators, community members and describe each group's involvement. *(up to 275 characters including spaces)
- ❑ Identify the number and type of all participants who will benefit directly from the project (e.g. 20 5th grade students, 2 teachers, 10 parents and 100 community members).*
- ❑ What specific needs and interests do these populations have that can be met by the project?*(up to 400 characters including spaces)
- ❑ Narrative.* You have up to 1,500 characters including spaces to describe the expected understanding goals and outcomes of the project. The following are suggestions to address in your narrative; you may expand beyond these ideas:
 - What are your specific understanding goals for the project participants? What will students/participants know and be able to do at the end of this project?
 - If the focus is on professional development, what knowledge and skills will teachers, artists or other learners gain that will impact their teaching practice?
 - If the focus is on curriculum, what is the significance for teaching and learning?
 - Describe any additional outcomes or impacts that are significant.
- ❑ Which Arizona Arts Standards or other discipline standards will be addressed?*(*The Arizona Arts Standards set the goals that all students will achieve at the essentials level in the four arts disciplines (music, visual arts, theatre*)

and dance) and at the proficiency level in at least one artform on or before graduation. All levels build on previous levels. Standards identify what our children must know and be able to do. (400 characters/approximately 90 words)

Understanding

The information required here relates to the review criterion **Evidence of Understanding**.

Our goal is to support the arts and the vital, substantive impact they can have on student learning. How can we assess accurately and fairly what our students have learned? Information, tools and resources regarding assessment of student learning is available at http://www.azarts.gov/guide/arts_assessment.pdf

Understanding Goals: What do you want your students to understand through the learning experience? Ideas and questions you might explore to develop your Understanding Goals is at www.azarts.gov/guide/arts_learning3.htm

- ❑ How will the project be evaluated? * You have up to 1,600 characters including spaces to describe how you will evaluate progress toward your understanding goals. The following are suggestions to address in your narrative; you may expand beyond these ideas:
 - How are the evaluation activities connected to the understanding goals for the project?
 - How will the evaluation demonstrate whether the project's outcomes have been met?
 - How will data be used (analyzed or interpreted)?
 - How will evaluation results be used with wider audiences, such as school boards, funders or policymakers?

Community Support

The information required here relates to the review criterion **Evidence of Community Support**.

- ❑ Identify and describe any collaborating partners for this project. (up to 275 characters including spaces)
- ❑ Describe how you will engage the broader community in the project, in addition to the initial planning.
- ❑ Who will be involved, how will they participate, and how will you engage their active support? Be specific. * (up to 475 characters including spaces)
- ❑ How will you know if this project is making a difference and building community support? * (up to 475 characters including spaces)
- ❑ Is there a crucial piece of information you haven't had the opportunity to share in the previous questions? * (800 characters) *this is NOT a place to provide a sales pitch for your organization or project. It is to be used to share, for example, information about a change in your organization; a reason you are focusing on a particular goal or opportunity or challenge at this time; unique characteristics of your organization/project that affect your application, etc.)*

Fee Worksheet

List the artist fees (including workshop fees, lecture/demo fees, performance fees and any travel/per diem) for the project. (The worksheet will auto-calculate the maximum ACA grant you can receive.)

Project Budget*

The information required here relates to the review criterion **Appropriateness of the budget**.

You will be asked to itemize cash expenses and income (both earned and contributed) for proposed project. (Although in-kind contributions are not reflected in the Project Budget form, we recognize that in-kind support may be illustrative of important community participation. You may list in-kind support on a one-page addendum and mail in with your supplementary materials)

Supplementary Materials Checklist

- Letter of Support*
- Audio/visual materials
- Letter from your Fiscal Sponsor if you are listing one as your funds recipient (such as a PTA/PTO)

Public Value

The information required here is not used in the panel review. The Commission will use it to understand, and communicate to others, the value and impact of your arts programming in your community.

- ☐ Share a short story or anecdote (800 characters including spaces) that demonstrates the public benefit of your program and the use of state and federal funds.*
- ☐ Check off items on a list of things you will do in the upcoming year to inform/involve legislators/elected officials in your work.*
- ☐ Send one photograph that can be used for promotional purposes to show the value of the arts in the state of Arizona.

If you have questions or need more information, call the Arizona Commission on the Arts at (602) 255-5882.